

# Teaching Observation Rubric

Student Teacher:  
Date:  
Time:  
Level:

	Performance Quality	Dress Rehearsal Quality	Audition Quality	Practice Quality
Contextualization	Students use <u>language, culture, &amp; content from other disciplines as resources</u> for <b>meaningful communication &amp; critical thinking</b>	Students <b>explore patterns, relationships, and meaning</b> in Spanish language and culture	A <u>common topic</u> links <b>grammar and vocabulary practice</b> , but doesn't highlight larger system of Spanish language & culture	<u>No context</u> ; <b>Grammar and vocabulary taught</b> in isolation
Critical Thinking	Students <b>evaluate</b> and <b>create connected chunks of language</b>	Students <b>analyze &amp; apply</b> grammar to produce <b>sentences</b>	Students <b>understand</b> and <b>produce phrases</b>	Students' <b>recognize &amp; remember words</b>
Communication	<b>Meaningful, personalized negotiation of meaning</b>	<b>Contextualized self-expression</b>	<b>Drill-like or mechanical exchange</b> of information	<b>No information exchanged</b>
Culture	Students <b>explore relationships, participate or interact with 3 Ps</b> of culture	<b>Purposeful incorporation/explanation</b> of culture	<b>Spontaneous cultural references</b>	<b>No culture</b>
Authentic Materials	<b>Culturally accurate &amp; authentic materials</b>	<b>Accurate</b> , but <u>not</u> <b>culturally authentic materials</b>	Materials reflect <b>stereotypes</b>	Materials reflect <b>culture of U.S.</b>
Prior Knowledge & Experience	<b>Purposefully activated in Spanish, often through cultural and social contexts</b>	<b>Purposefully activated</b> in Spanish or English in preparation for learning	Assumed; <b>spontaneous connections</b> enrich learning, but do not purposefully prepare students for it	<b>Not activated</b>
Target Language Use	<b>Mostly in simple Spanish</b> with <u>strategic use</u> of English	<b>Mostly in Spanish</b> with English <u>used when stuck</u>	<b>Mostly in English</b> , with Spanish <u>used for examples</u>	<b>In English</b>
Pace	Pace <b>improves understanding</b>	<b>Comprehensible</b> pace	<b>Too fast or slow</b>	<b>Incomprehensible</b> pace
Comprehensible Input	<b>Teacher adjusts</b> strategies depending on student response	<b>Many strategies</b> (circling, gestures, props/visuals, scaffolding, voice)	Relies primarily on <b>SAME strategy DURING</b> the activity	<b>Asks questions AFTER</b> the activity
Instructions	<b>One step at a time</b> , waits for compliance, <b>reinforced in writing</b>	<b>Step-by-step</b>	<b>All the steps at once</b>	<b>No instructions</b>
Modeling & Examples	Examples show patterns, <b>model clarifies instructions</b>	<b>Examples show patterns, model provided</b>	<b>Inadequate # examples</b> to show patterns, <b>no model</b>	<b>No examples or model</b>
Check for Understanding	<b>Variety of strategies used pre-, during, and post-activity</b>	<b>Students demonstrate</b>	<b>Asks</b> if students understand	<b>Does not check</b>
Student Engagement	<b>Students do most; 90%</b> simultaneous engagement	<b>Students do much; 75%</b> simultaneous engagement	<b>Teacher does most; 50%</b> simultaneous engagement	<b>Teacher does all; 25%</b> engagement
Interaction (Movement, talk, & tech)	<b>Well-structured</b> movement/talk/tech contributes to language learning	Movement/talk/tech <b>contributes to language learning</b>	<b>Permitted, unplanned, doesn't support language learning</b>	<b>Seated and quiet, no tech</b>

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CLASSROOM MGT	<b>Consistent routines and procedures</b> set clear expectations, facilitate student engagement/relationships, and provide security and predictability	<b>Inconsistent routines and procedures</b> facilitate some classroom tasks and interpersonal relationships	Routines and procedures <b>focused on teacher control cause conflict</b>	<b>No routines and procedures = confusion</b>
<b>Routines &amp; Procedures</b>				
<b>Signals for Attention</b>	<b>Clear, consistent signals</b> for attention <b>reinforce language learning</b>	<b>Clear signals</b> for attention <b>reinforce language learning</b>	<b>Inefficient signals</b> for attention (shouting over students)	<b>No signals</b> for attention
<b>Grouping Procedures</b>	<b>Grouping procedures reinforce language learning</b>	<b>Efficient plan for grouping</b> , but doesn't reinforce language learning	<b>Plan for grouping = problems</b>	<b>No plan for grouping</b> students
<b>Transitions</b>	Transitional activities in Spanish <b>link previous activities to subsequent ones</b> , building students' knowledge and skills	Transitions <b>reinforce language learning</b> and <b>re-engage students</b> effectively	Teacher <b>gives students something to do during transitions</b>	<b>No plan for transitions = difficulty reengaging students</b>
<b>Consequences</b>	<b>Appropriate, firm, fair, consistent consequences</b> for misbehavior	<b>Appropriate, but inconsistent consequences</b> for misbehavior	<b>Unfair or unenforced consequences</b> for misbehavior	<b>No consequences</b> for misbehavior
<b>Monitoring &amp; Adjusting</b>	<b>Continuous monitoring AND adjusting = even minor disruptions addressed</b>	<b>Frequent monitoring OR adjusting = only major disruptions addressed</b>	<b>Irregular monitoring and adjusting = even some major disruptions missed</b>	<b>No monitoring or adjusting</b>
<b>Assessment, Student Accountability, &amp; Feedback</b>	<b>Frequent formative, summative &amp; closure</b> activities = <u>continuous</u> consolidation of learning + accountability and feedback	<b>Regular formative</b> assessments = <u>periodic</u> <b>accountability AND feedback</b>	<b>Occasional formative</b> assessments = irregular accountability OR feedback	<b>Summative</b> assessments= <b>little adjustment</b> to individual needs

Major Activities in This Lesson:

Questions/Next Steps:

Goals: The teacher will . . .